

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



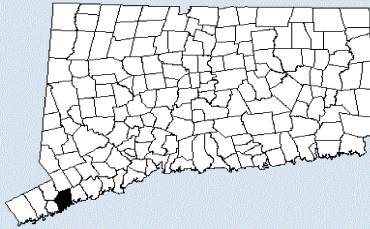
Norwalk School District

Mr. Manuel Rivera, Superintendent • 203-854-4001 • www.norwalk.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	20
Enrollment	11,311
Per Pupil Expenditures ¹	\$16,839
Total Expenditures ¹	\$190,973,921

¹Expenditure data reflect the 2013-14 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 and include all grades offered by the district.
 In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight \(EdSight.ct.gov\)](http://EdSight.EdSight.ct.gov).
 State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	5,458	48.3	48.3
Male	5,853	51.7	51.6
American Indian or Alaska Native	9	0.1	0.2
Asian	555	4.9	4.7
Black or African American	2,045	18.1	12.9
Hispanic or Latino	4,753	42.0	22.1
Pacific Islander	8	0.1	0.0
Two or More Races	179	1.6	2.5
White	3,762	33.3	57.2
English Language Learners	1,572	13.9	6.3
Eligible for Free or Reduced-Price Meals	4,955	43.8	37.6
Students with Disabilities ¹	1,356	12.0	13.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	453	8.4	207	3.7
Male	469	8.2	410	6.9
Black or African American	189	9.4	243	11.7
Hispanic or Latino	415	8.8	251	5.1
White	258	7.1	108	2.8
English Language Learners	147	9.1	66	4.0
Eligible for Free or Reduced-Price Meals	571	10.3	433	7.1
Students with Disabilities	169	12.3	130	8.1
District	922	8.3	617	5.3
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 196

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	688.6
Paraprofessional Instructional Assistants	90.3
Special Education	
Teachers and Instructors	80.5
Paraprofessional Instructional Assistants	122.3
Administrators, Coordinators and Department Chairs	
District Central Office	17.0
School Level	45.6
Library/Media	
Specialists (Certified)	2.0
Support Staff	13.8
Instructional Specialists Who Support Teachers	21.0
Counselors, Social Workers and School Psychologists	56.8
School Nurses	19.4
Other Staff Providing Non-Instructional Services/Support	372.8

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	2	0.2	0.1
Asian	18	2.0	1.0
Black or African American	70	7.7	3.5
Hispanic or Latino	64	7.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	761	83.2	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.5
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	104	65.8	160	86.5
Hispanic or Latino	190	59.2	235	91.8
White	197	70.6	311	96.6
English Language Learners	24	42.9	40	80.0
Eligible for Free or Reduced-Price Meals	191	59.9	281	90.6
Students with Disabilities	47	50.5	68	82.9
District	524	65.2	752	92.4
State		58.4		73.8

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	62	48.4
Emotional Disturbance	20	34.5
Intellectual Disability	10	27.8
Learning Disability	440	89.6
Other Health Impairment	180	75.9
Other Disabilities	37	46.8
Speech/Language Impairment	181	93.8
District	930	76.1
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	130	1.1	1.5
Emotional Disturbance	58	0.5	1.0
Intellectual Disability	36	0.3	0.5
Learning Disability	491	4.3	4.4
Other Health Impairment	243	2.1	2.6
Other Disabilities	130	1.1	1.0
Speech/Language Impairment	228	2.0	1.9
All Disabilities	1,316	11.5	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	68	5.2	8.1
Private Schools or Other Settings	86	6.5	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	117,031,010	10,552	9,134
Instructional Supplies and Equipment	2,138,111	193	334
Improvement of Instruction and Educational Media Services	964,037	87	498
Student Support Services	13,493,813	1,217	1,001
Administration and Support Services	24,716,044	2,228	1,694
Plant Operation and Maintenance	15,760,247	1,421	1,572
Transportation	6,985,688	541	813
Costs of Students Tuitioned Out	8,654,312	N/A	N/A
Other	1,230,659	111	186
Total	190,973,921	16,839	15,289

Additional Expenditures

Land, Buildings, and Debt Service	15,361,959	1,385	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	14,105,966	35.9	35.1
Noncertified Personnel	3,709,862	9.4	14.2
Purchased Services	4,199,763	10.7	5.2
Tuition to Other Schools	8,494,264	21.6	22.0
Special Ed. Transportation	2,595,449	6.6	8.6
Other Expenditures	6,183,090	15.7	14.9
Total Expenditures	39,288,394	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	84.5	83.4
State	11.6	12.4
Federal	2.5	2.7
Tuition & Other	1.4	1.5

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	255	75.9	253	66.9	107	63.4
Black or African American	1023	56.5	1022	45.7	487	47.0
Hispanic or Latino	2356	60.8	2354	50.5	951	50.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	67	71.6	67	59.3	27	56.3
White	1798	72.8	1797	62.8	825	62.6
English Language Learners	856	52.8	856	45.3	318	40.0
Non-English Language Learners	4647	66.9	4641	56.2	2084	56.8
Eligible for Free or Reduced-Price Meals	2804	59.2	2799	48.9	1153	48.8
Not Eligible for Free or Reduced-Price Meals	2699	70.5	2698	60.4	1249	60.0
Students with Disabilities	777	47.4	775	39.1	321	39.2
Students without Disabilities	4726	67.6	4722	57.0	2081	57.0
High Needs	3163	58.4	3158	48.3	1331	48.0
Non-High Needs	2340	73.3	2339	62.9	1071	62.8
District	5503	64.7	5497	54.5	2402	54.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	85.0	82.5	85.7	79.3	2,481	83.2
Curl Up	82.5	87.2	88.5	83.0	2,481	85.0
Push Up	68.8	76.8	73.0	76.5	2,481	73.4
Mile Run/PACER	79.0	70.7	64.8	64.4	2,481	70.7
All Tests - District	52.6	51.5	51.4	47.6	2,481	50.9
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	208	80.8	84.7	No	85.7
Hispanic or Latino	246	76.8	81.9	No	83.2
English Language Learners	66	65.2	77.2	No	79.1
Eligible for Free or Reduced-Price Meals	394	76.6	81.0	No	82.4
Students with Disabilities	103	69.9	78.7	No	80.4
District	822	83.8	86.6	No	87.4
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	70.2	265	31.4
Male	55.1	179	23.1
Black or African American	53.6	44	12.8
Hispanic or Latino	51.1	88	15.3
White	76.5	263	43.8
English Language Learners	19.8	*	*
Eligible for Free or Reduced-Price Meals	48.5	82	13.0
Students with Disabilities	*	*	*
District	63.0	444	27.4
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	79.9	93.5
Male	70.8	90.0
Black or African American	74.9	86.7
Hispanic or Latino	61.9	89.2
White	83.7	95.9
English Language Learners	61.5	92.3
Eligible for Free or Reduced-Price Meals	67.4	88.7
Students with Disabilities	59.8	77.1
District	75.4	91.9
State	72.6	88.8

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	64.7	75	86.3	100	86.3	67.9
	High Needs Students	58.4	75	77.8	100	77.8	56.7
Math Performance Index	All Students	54.5	75	72.7	100	72.7	59.3
	High Needs Students	48.3	75	64.4	100	64.4	47.8
Science Performance Index	All Students	54.6	75	72.8	100	72.8	56.5
	High Needs Students	48.0	75	64.0	100	64.0	45.9
Chronic Absenteeism	All Students	8.3%	<=5%	43.4	50	86.8	10.6%
	High Needs Students	10.4%	<=5%	39.3	50	78.5	17.3%
Preparation for CCR	% Taking Courses	78.9%	75%	50.0	50	100.0	66.1%
	% Passing Exams	27.4%	75%	18.3	50	36.6	37.3%
On-track to High School Graduation		88.9%	94%	47.3	50	94.5	85.6%
4-year Graduation All Students (2014 Cohort)		83.8%	94%	89.2	100	89.2	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		82.2%	94%	87.5	100	87.5	77.6%
Postsecondary Entrance (Class of 2014)		75.6%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		75.6% 50.9%	75%	17.0	50	34.0	87.6% 51.0%
Arts Access		52.4%	60%	43.7	50	87.4	45.7%
Accountability Index				973.6	1250	77.9	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	73.3	58.4	15.0	17.3	
Math Performance Index Gap	62.9	48.3	14.5	19.6	
Science Performance Index Gap	62.8	48.0	14.9	17.2	
Graduation Rate Gap	94.0%	82.2%	11.7%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.4
	High Needs Students	98.0
Math	All Students	98.2
	High Needs Students	97.9
Science	All Students	98.7
	High Needs Students	98.4

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 46.6 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

In 2014, Norwalk Public Schools adopted a new strategic plan with an overarching goal of closing the Achievement Gap and assuring that all students regardless of race, ethnicity or economic circumstances meet high standards. Action items are built around individual goals aimed to ensure that: All children are ready to enter Kindergarten; Students meet the goal level in 3rd grade reading; Children demonstrate mastery in Common Core State Standards mathematics; Students demonstrate mastery in Conn. State Standards ELA; English Language Learners will meet/exceed State annual Measureable Achievement Objectives; Norwalk's schools reach higher performance; and Norwalk students graduate from high school "College and Career Ready." The Strategic Plan is scheduled to be updated in the 2015-16 school year to address needs for the next three years.

In alignment with the Strategic Plan, the District's priorities for the 2014-15 school year focused on the following areas: 1. Building greater accountability against high expectations and standards; 2. Building the knowledge, skills and capacity of teachers and leaders; 3. Improving and/or transforming the learning environment for all; 4. Improving or building the systems and structures necessary to support a new learning environment and culture. As part of our ongoing commitment to improve Special Education, our Pupil Personnel Services department was reorganized in 2014-15 to better serve students and families. Plans moved forward on a new Norwalk Early Childhood Center that will house programs that include both special needs and typical peers. In 2015, Norwalk also initiated a new study from CREC to provide updated feedback about improvements to Special Ed programs.

In Norwalk, parent outreach is also ongoing commitment: In 2014, NPS launched an online "Parent Portal" to give families a place to track student work and progress. Other initiatives to communicate with families include continued enhancements to the district website, an expanded auto call system, text messaging option, e-newsletters and expanded use of social media sites took place in 14-15. Board of Education meetings are now streamed live on the District's YouTube channel, where past meetings can be viewed as desired. Community forums and information sessions for parents (with translators present) are held on topics ranging from helping children with math to literacy to testing. District administrators are invited to speak throughout the year with PTOs and PTAs, governance councils, and other parent organizations, providing an important opportunity for feedback and communication.

To deter truancy, families are notified of student absences from school or classes via our School Messenger system, and school administrators reach out to families directly to follow up and address any ongoing issues. Throughout Norwalk, positive school cultures are reinforced regularly through the implementation of PBIS, as well as "Tribes" and "Character Counts" programs.

Efforts to Reduce Racial, Ethnic and Economic Isolation

In focus groups and surveys, the community's diversity is continually ranked as one of the strengths of Norwalk Public Schools. Students of all ethnicities and backgrounds are represented in every school. Programs within NPS provide students at all levels with opportunities and experiences that promote the value of diversity. All Norwalk schools also celebrate diversity as part of their regular activities, including heritage celebrations, recognition of Black History and Hispanic Heritage Months, and more.

On the elementary level, about 330 students from across Norwalk attend Columbus Magnet School, an intra-district magnet based on the Bank Street Model. A second magnet program that draws from the neighborhood and city-wide population is housed at Jefferson Science Magnet School, which was named a 2014 Blue Ribbon school for its progress in closing the achievement gap. The Mano-a-Mano program at Silvermine Elementary offers a dual language English & Spanish instructional model. On the secondary level, students from Norwalk mix with those from other communities at the Center for Global Studies, an inter-district magnet program housed at Brien McMahon High School. Students experience intensive study including instruction in Japanese, Chinese and Arab languages, culture and history. CGS students are housed in an expanded and renovated school facility, and have opportunities to be exposed to the world through international travel. Launched in 2014-15 through a partnership with IBM and Norwalk Community College, Norwalk Early College Academy became the state's first P-TECH model early college program, enabling students to earn both a high school diploma and a college degree.

Parent outreach programs are also in place. A parent outreach worker performs translation services, referrals/home visits, and makes phone calls and community visits. Public forums on topics ranging from Special Education to school budgets are held in locations throughout the City so that all can attend, and translators are made available.

To ensure faculty diversity, recruitment and hiring practices are in place to encourage candidates from all backgrounds. Our recruitment coordinator works a variety of sources to expand the pool of candidates for all open positions.

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Equitable Allocation of Resources among District Schools

The Board of Education's policy regarding distribution of district resources strives to ensure that each school receives an equitable level of material and financial resources. This is based on the student population numbers in each school. The Board approves a yearly budget, which sets a base level of support for each school. Staff members are then assigned as determined by the number of students and programs operating in that individual school, in accordance with contractual class size limits. Each school receives a per pupil allocation for non-personnel expenditures including such items as textbooks, supplies and equipment. Additional equipment, textbooks and supplies are purchased centrally on behalf of schools based. In 2015, the Board of Education commissioned a comprehensive study of public school facilities. The study has been designed to examine the current status of school facilities, and to facilitate recommendations for future improvements based on enrollment projections, and an analysis of housing and building utilization needs. The resulting report and recommendations will inform future decisions about Norwalk's school facility needs.